**Lesson Plan 1:**

**Unit title:** The Real Vampire- The Truth Behind The Origin of Vampires

**Lesson/Day 1**: Introduction in Vampires

**Date:** April 1, 2013

**Class:** Senior English

**Topic:** Vampirism

**Objectives:**

**Overview:** This will introduce students to the myth of vampires. It will also show me what they already know before starting this unit. It will give me all the background information I need.

**Learning objectives:** The essential questions they will be learning and answering throughout this unit are Why do myths transform over time and why is this important, How do the past myths presented in literature influence present day literature, What is history’s role in the creation of modern myth. The objectives for this first lesson are to get the background information on what students know and introduce vampires to these students.

**Teaching and Learning Sequence:** (80 minute class periods)

First 10 minutes: *Introductory speech on the vampire myth and how it is becoming popular presently.*

Next 5 Minutes: *Instruct them on how to fill out the pre-assessment questionnaire. Ask them to just answer it freely and have fun with it. This way they will not stress out too much about it.*

Next 20 minutes: *They will have this time to fill out their questionnaire.*

Next 25 minutes: *This time will be spent having a discussion about the answers and having fun going over the questionnaire as a group. I will also give the kids my answers to these questions.*

Next 20 minutes: *This time will be spent giving a small lesson on what we will be doing for the unit and the reading we will have for the class. I will then hand out the packets of short excerpts from today’s vampire novels and the old short stories. This will give them a wide range of the myth throughout the years. I will tell him that their homework is to read this packet for the next class. I will also give them an outline/notes worksheet to fill out so I know they have done the reading. I will explain this hand out to them.*

**Differentiated Instruction:**

Due to the fact that this class is the introduction to the unit, I would not expect any modifications because I am really just introducing aspects of the unit and assessing what they will already know. This lesson will help me establish where my students are during the beginning of the unit, so I know what different accommodations I need to make for them during the unit as a whole. The way in which I will assess my students’ understanding is in a pre-assessment questionnaire that will be a basic fill in with answer or circle correct choice for a few. I will make sure this is something to just help me understand to what extent do they already know the information they will be learning in this unit.

**Assessment:**

The will have a pre-assessment assignment where they finish a questionnaire on vampires and the myth itself.There will be time for students to work alone in silence when filling out the questionnaire. There will also be time for students to listen and take notes as I explain the introduction to the unit. There will also be discussion so students can share thoughts and such. There will be no formative assessment due to the fact that it is the introduction to the unit so the pre-assessment will give me the information I need to know about where they are.

**Resources:**

* The Best Vampire Stories 1800-1849: By Andrew Barger
  + This will represent vampire stories from the past. This book is comprised of many short stories of vampires, so I would pick a few that were diverse coming from many different countries to give my students ideas about the past elements of the vampire myth. This will allow them the background information needed later to help lead them into answering essential questions and such.
* Twilight By: Stephanie Meyer
* Immortals By: Alyson Noel
* House of Night By: P.C. and Kristen Case
* Vampire Academy: A Graphic Novel By: Leigh Dragoon
* Death Warmed Over By: Kevin J. Aderson
* Dying Bites By: D.D. Barant

**Contribution to core skills (numeracy, ICT, literacy etc....):** This gives students the many different forms of literary texts they are required to experience in the class. It gives them a diverse range of text types to learn from. These texts are also complex making them think further and piece together a conclusion.

**Homework:**

A packet of short excerpts from the years of this myth start to present day interpretation of the myth.

Also an outline and questions page to show that they have done the reading and got the information needed for the vampire myth throughout the decades.

**Lesson Plan 2:**

**Unit title:** The Real Vampire- The Truth Behind The Origin of Vampires

**Lesson/Day 3**: Before Information and Introduction to Focus Texts

**Date:** April 5, 2013

**Class:** Senior English

**Topic:** Vampirism

**Objectives:**

**Overview:** They will be finishing their background information section and moving into the texts I want to focus on by this lesson. I will test all they have learned with a game and discussion. They will be able to have both the mythology and the history sections of to vampirism.

**Learning objectives:** The learning questions they will be learning and answering throughout this unit are Why do myths transform over time and why is this important, How do the past myths presented in literature influence present day literature, What is history’s role in the creation of modern myth. The objectives for this third lesson are will be to discover how much they have retained about both the history and myth aspects of vampires. I will also begin the main texts with them. Lastly, they are expected to know all the basic information of vampirism.

**Teaching and Learning Sequence:**

**First 25 minutes:** *finish documentary from class before. This will give us time to see the rest of the history behind the myth. This will show the students that these mythological stories were based on moments in history.*

**Next 15 minutes:** *Discussion and mini lesson on the historical information they read for homework and the documentary we just watched. I will also describe what they will do for homework and how they will be starting the first main text we will read Dracula.*

**Next 15 minutes:** *We will play jeopardy to give me a better understanding of what they have learned over these three first lessons. It will also give them something to enjoy.*

**Next 5 minutes:** *I will call out names for students to pick up their book and homework assignment. They will be asked to read the first 158 pages because I will not see them for four days. (If going with the every other day schedule that many schools do today.) I will also have an outline sheet to help them to not miss key facts. I will also give them a character tree so they can remember who is who.* *I will also write a link on the board to the text being read aloud online,* [*http://www.gutenberg.org/files/19797/19797-index.html*](http://www.gutenberg.org/files/19797/19797-index.html)*.*

**Differentiated Instruction:**

I have given my students multiple means for understanding the beginning moments of the myth. For instance they have had the information presented in class discussions, readings, documentaries, etc. This will allow them the best ways possible for them to learn. For students who seem to be excelling in certain areas, I will challenge them to look for brief moments in history or myth that they did not realize. It is an intense myth with many details due to the fact that it changes with the times. This will take their learning to the next step as they are challenged to find key facts of importance they did not know. For those students who are struggling to keep up with all the facts I believe the jeopardy game will give them an opportunity to review. I have also worked it out so that students will be reminded of things discussed earlier in the focus texts. For instance, there are many moments in the historian where it mentions the deep history behind the myth along with recollections of moments in Dracula. This will allow all the texts to relate back to one another giving students the reminders needed. I also plan on giving them hand outs so they will know what they are looking for, so this way students who have a hard time retaining what they read will have notes on hand to help that were catered to help them remember.

**Assessment:**

We will be participating in the formative assessment where the students will break into groups and we will play jeopardy of the vampire myth and origin. The topic choices are history, modern myth, past myth, novels, and misc. This will allow them to work together to come up with answers and make it fun at the same times. This will allow me to see what they are struggling on so that way I can help in the areas they need a little more information in.

**Resources:**

Historical Articles on origin of myth based on history

<http://en.wikipedia.org/wiki/Vampire#Origins_of_vampire_beliefs>

Articles on Vlad the Impaler

<http://topdocumentaryfilms.com/vampire-secrets/>

<http://www.youtube.com/watch?v=RCORxLn4lL8>

Book Read Aloud:

<http://www.gutenberg.org/files/19797/19797-index.html>

**Contribution to core skills (numeracy, ICT, literacy etc....):** This has given them the textual evidence needed. It has given them historical background information. It has given them many different forms of information such as film, audio, and text.

**Homework:** Is to read the first 226 pages of the book and answer questions that go with it.(It is a lot but they are seniors and will have to get used to teachers in college assigning them half a book in one or two night’s time. They have four days two of which are weekend days. )

**Lesson Plan 3:**

**Unit title:** The Real Vampire- The Truth Behind The Origin of Vampires

**Lesson/Day:** 11

**Date:** April 29, 2013

**Class:** Senior English

**Topic:** Vampirism

**Objectives:**

**Overview:** This is a workshop day for their first writing assignments. They will meet with peers and go over a list of elements their papers should have. I will walk around to give them the opportunity to talk to me. They will be asked to do an argument paper on what elements of vampirism are most important and the correct ones. They will persuade me to believe their thoughts by having a thorough argument presented in three to four pages. The more evidence they find and use will be helpful in proving their point.

**Learning objectives:** The learning questions they will be learning and answering throughout this unit are Why do myths transform over time and why is this important, How do the past myths presented in literature influence present day literature, What is history’s role in the creation of modern myth. The objectives for this lesson are to argue a point about the myth of vampires and what they feel is most important. They will also be learning how to work with peers to make decisions on if they have achieved all they need to for their paper. They will learn how to make and take constructive criticism.

**Teaching and Learning Sequence:**

**First 10 minutes:** *This time will be spent pairing them into groups and explaining what needs to be done.*

**Next 30 minutes:** *They will split into their groups and peer-edit one another’s papers. I will have a list of objects they must look for in their partner’s papers as they are editing. I will walk around to answer any questions and talk to each group individually to hear how they are doing.*

**Next 10 minutes:** *We will have a discussion on how they are all feeling about their papers. I will discuss what they must have once again to reiterate the importance of staying true to their checklist.*

**Next 20 minutes:** *This time they will have to fix and make corrections to their paper.*

**Last 10 minutes***: I will explain that their papers will be due next class.*

**Differentiated Instruction:**

They will be able to discuss with their peers about their papers and have feedback from them. They will have time to reflect on their own. I will be giving them a hand out to help direct feedback so all students will get helpful feedback. This will help students know what is going on and what they need to keep an eye on. This will be helpful for them because those who need guidance.

**Assessment:**

The formative assessment is the peer feedback where students will get to work together at figuring out what they know and need help with. This will give me the chance to walk around and assess how they are all doing with their papers and the ideas of the elements of the unit.

**Resources: N/A (**Just handouts on writing assignment.)

**Contribution to core skills (numeracy, ICT, literacy etc....):** They are looking at their writing and making their own arguments. They are learning how to properly back up their argument with evidence. They are working with others and giving constructive criticism/feedback. They are learning the editing process.

**Homework:** Edit their paper and have final drafts by next class.